

NEW ELLENTON MIDDLE

814 Main Street, South
New Ellenton, SC 29809

GRADES 6-8 Middle School

ENROLLMENT 243 Students

PRINCIPAL Sheneque Jackson 803-652-8200

SUPERINTENDENT Dr. Linda B. Eldridge 803-641-2428

BOARD CHAIR Dr. John B. Bradley 803-641-2431

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Middle Schools with Students like Ours

Excellent
0

Good
7

Average
30

Below Average
10

Unsatisfactory
0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 15 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

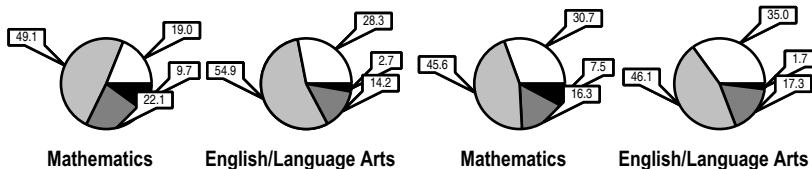
FOR MORE INFORMATION, VISIT WEBSITES AT:





WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Good	N/A
2002	Good	Good	N/A
2003	Good	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	17	86	79
Percent satisfied with learning environment	100.0%	75.0%	81.0%
Percent satisfied with social and physical environment	100.0%	80.7%	64.1%
Percent satisfied with home-school relations	82.4%	86.9%	77.9%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	242	100.0	28.3	54.9	14.2	2.7	16.8	17.6
Gender								
Male	112	100.0	38.5	51.9	7.7	1.9	9.6	17.6
Female	130	100.0	20.0	56.7	20.0	3.3	23.3	17.6
Racial/Ethnic Group								
White	117	100.0	19.0	55.2	22.9	2.9	25.7	17.6
African-American	112	100.0	36.4	55.1	6.5	1.9	8.4	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	12	100.0	45.5	45.5	9.1	N/A	9.1	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	212	100.0	26.5	55.0	15.5	3.0	18.5	17.6
Disabled	30	100.0	42.3	53.8	3.8	N/A	3.8	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	242	100.0	28.7	54.3	14.3	2.7	17.0	17.6
English Proficiency								
Limited English proficient	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	237	100.0	27.9	54.8	14.6	2.7	17.4	17.6
Socio-Economic Status								
Subsidized meals	147	100.0	31.8	57.6	9.1	1.5	10.6	17.6
Full-pay meals	95	100.0	23.9	50.0	21.7	4.3	26.1	17.6
Mathematics								
All students	242	99.6	19.0	49.1	22.1	9.7	31.9	15.5
Gender								
Male	112	99.1	22.1	45.2	21.2	11.5	32.7	15.5
Female	130	100.0	15.8	52.5	23.3	8.3	31.7	15.5
Racial/Ethnic Group								
White	117	99.1	12.4	45.7	24.8	17.1	41.9	15.5
African-American	112	100.0	25.2	52.3	19.6	2.8	22.4	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	12	100.0	18.2	54.5	27.3	N/A	27.3	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	212	100.0	17.5	47.5	25.0	10.0	35.0	15.5
Disabled	30	96.7	30.8	61.5	N/A	7.7	7.7	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	242	99.6	18.8	48.9	22.4	9.9	32.3	15.5
English Proficiency								
Limited English proficient	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	237	99.6	19.2	48.9	21.9	10.0	32.0	15.5
Socio-Economic Status								
Subsidized meals	147	99.3	24.2	51.5	21.2	3.0	24.2	15.5
Full-pay meals	95	100.0	10.9	45.7	23.9	19.6	43.5	15.5

Abbreviations for Missing Data

N/A Not Applicable	N/C Not Collected	N/R Not Reported	I/S Insufficient Sample
---------------------------	--------------------------	-------------------------	--------------------------------

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	82	N/A	20.7	48.8	26.8	3.7	30.5
	Grade 7	71	N/A	12.9	68.6	15.7	2.9	18.6
	Grade 8	78	N/A	23.1	47.4	23.1	6.4	29.5
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	80	100.0	36.0	45.3	13.3	5.3	18.7
	Grade 7	75	100.0	30.6	51.4	18.1	N/A	18.1
	Grade 8	87	100.0	19.0	67.1	11.4	2.5	13.9

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	82	N/A	15.9	46.3	25.6	12.2	37.8
	Grade 7	71	N/A	27.1	32.9	24.3	15.7	40.0
	Grade 8	78	N/A	19.2	57.7	19.2	3.8	23.1
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	80	100.0	13.3	48.0	28.0	10.7	38.7
	Grade 7	75	98.7	22.2	43.1	18.1	16.7	34.7
	Grade 8	87	100.0	21.5	55.7	20.3	2.5	22.8

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 243)				
Students enrolled in high school credit courses (grades 7 & 8)	21.6%	Down from 36.5%	10.9%	14.4%
Retention rate	4.4%	Down from 15.1%	3.0%	2.3%
Attendance rate	95.9%	Up from 95.6%	94.8%	95.2%
Eligible for gifted and talented	19.9%	Up from 19.8%	12.4%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	9.6%	Down from 10.1%	14.3%	14.1%
Older than usual for grade	12.3%	Down from 13.3%	4.2%	4.9%
Suspended or expelled	2.5%	Down from 4.0%	1.0%	1.3%
Annual dropout rate	0.0%	Down from 0.5%	0.0%	0.0%

Teachers (n= 17)				
Teachers with advanced degrees	47.1%	Down from 50.0%	46.0%	47.1%
Continuing contract teachers	70.6%	Down from 83.3%	80.6%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	87.2%	Down from 93.3%	83.7%	84.3%
Teacher attendance rate	96.6%	No change	94.8%	95.0%
Average teacher salary	\$43,033	Down 1.8%	\$38,924	\$39,924
Prof. development days/teacher	16.8 days	Up from 10.6 days	10.7 days	10.7 days

School				
Principal's years at school	5.0	Up from 4.0	3.0	3.0
Student-teacher ratio	23.1 to 1	Up from 17.4 to 1	20.9 to 1	21.0 to 1
Prime instructional time	91.2%	Up from 90.8%	88.5%	88.9%
Dollars spent per pupil*	\$7,287	Up 18.6%	\$5,779	\$5,854
Percent spent on teacher salaries*	59.4%	Up from 56.8%	62.1%	62.0%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	76.7%	Down from 99.0%	96.0%	94.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The staff and students at New Ellenton Middle School continued work towards academic excellence this year. Efforts were made to build on strategies that have worked in the past for our most needy students. Students were provided a comprehensive, rigorous academic program in conjunction with a well-rounded school experience. State standards were implemented at all levels and in all content areas. Many opportunities for enrichment utilizing standards in reading, math, science, and writing were emphasized throughout the entire school program. The major challenges during the year included:

- Meeting the challenges of No Child Left Behind while considering the many emotional and academic needs of some students
- Improving math performance on PACT for all students
- Increasing parent involvement, especially of underachieving students
- Advancing efforts to increase mastery of curriculum standards
- Dealing with budget cuts and the decline in student enrollment

A comprehensive plan to assist students school wide in the math area was continued. Students were given an opportunity four days per week to strengthen their skills. Activities included extra time in the CCC lab, basic skills drills, computer games, pre/post assessments. An extra tutorial class was continued during one of the students' exploratory periods for students failing to meet basic standards. All content area teachers incorporated math into their classes where appropriate.

Many efforts were made to involve all parents in the learning environment. The Connections Program was continued for underachieving students and their parents who were two or more grade levels behind their peers. Additionally, a variety of approaches were used, such as Math and Reading Family Nights, emphasis on reading in all areas, monthly newsletters offering all parents an opportunity to come to school to visit their children's classes, Open House at the beginning of the school year, positive communications concerning students' accomplishments, and personal invitations to quarterly school awards programs. Parents were given an opportunity on school surveys twice during the school year to offer suggestions for improvement. The PTO and SIC were also offered as a means for parents to share concerns. The PTO and SIC were very supportive of the school program through efforts such as providing assistance to staff and students and by providing needed materials and supplies when requested.

Staff members were provided many opportunities for academic advancement toward meeting State standards. Staff completed a weeklong program in Technology Proficiency provided by the District Technology Department. Many others attended a variety of conferences throughout the year in an effort to keep abreast of higher academic expectations. Staff in conference with the administration attended these conferences based on set goals.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.